PREPARING FOR COLLEGE AND CAREERS

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- DOE Code: 5394
- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the courses specified in the sequence of courses for all Career Clusters and all of Indiana's College and Career Pathway Plans
- Funding: This course generates state vocational funding (APC) for schools with approved programs.

Content Standards Checklist

Standard 1 – Exploring Self

1.0 Students will evaluate personal characteristics to develop and refine a personal profile.

___ PCC-1.1   Assess personal, family and community standards, values and ethics.

___ PCC-1.2   Analyze personal aptitudes, traits, interests, attitudes, and skills.

___ PCC-1.3   Determine personal priorities and goals for life and career.

___ PCC-1.4   Determine learning style preferences and their application to lifelong learning.

Standard 2 – Exploring Careers

2.0 Students will investigate one or more Career Clusters and Indiana's College and Career Pathways, based on individual interests, to further define career goals.

___ PCC-2.1   Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways.

___ PCC-2.2   Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways.

___ PCC-2.3   Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change.

___ PCC-2.4   Use appropriate technology and resources to research and organize information about careers.

Standard 3 – Exploring College and Postsecondary Options
3.0 Students will analyze college and other postsecondary options to know what educational opportunities are available after high school.

___ PCC-3.1 Demonstrate understanding of postsecondary educational options including technical certificate programs, apprenticeship, military and two- and four-year college programs.

___ PCC-3.2 Examine public and private colleges and other postsecondary educational options.

___ PCC-3.3 Demonstrate knowledge of the statewide resources available to explore college and postsecondary options.

___ PCC-3.4 Demonstrate knowledge of the cost of postsecondary educational options and various financial aid options.

Standard 4 - Making Decisions
4.0 Students will apply higher order thinking and problem solving processes to make decisions about education, life and career.

___ PCC-4.1 Demonstrate skills for questioning and posing problems, thinking independently, and communicating decisions with clarity and precision.

___ PCC-4.2 Analyze choices, options and consequences of life and career decisions.

___ PCC-4.3 Apply a decision-making process to identify short- and long-term life and career goals.

Standard 5 – Making a Plan
5.0 Students will create flexible plans of action for achieving personal goals through secondary education, college, career and life.

___ PCC-5.1 Apply knowledge of Core 40 and Honors diploma requirements to create a high school graduation plan.

___ PCC-5.2 Apply decision-making processes to making a planning for postsecondary education and career.

___ PCC-5.3 Design a flexible career plan that incorporates life-long learning and career advancement options.

___ PCC-5.4 Evaluate high school graduation plan, post-secondary plan and career plans in light of decisions about college and career pathways and options.

Standard 6 – Personal Skills
6.0 Students will demonstrate personal skills needed for success in personal, family, community, and career aspects of life.

___ PCC-6.1 **Flexibility and Adaptability**
- Integrate roles, responsibilities and relationships in a climate of ambiguity and changing priorities.
- Evaluate strategies for incorporating feedback and change in a variety of contexts.

___ PCC-6.2 **Initiative and Self-Direction**
- Prioritize tactical (short-term) and strategic (long-term) goals.
- Work independently and complete tasks without supervision.
- Demonstrate initiative to assess past experiences, plan future progress, and expand lifelong learning opportunities to advance skill levels towards a professional level.

___ PCC-6.3 **Social and Cross-Cultural Skills**
- Interact effectively with others in a respectable, professional manner
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

___ PCC-6.4 **Productivity and Accountability**
Demonstrate additional attributes associated with producing high quality products including the abilities to:
- Work positively and ethically
- Manage time and projects effectively
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively in teams
- Be accountable for results

___ PCC-6.5 **Leadership and Responsibility**
- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power
- Receive and give constructive criticism
- Act responsibly with the interests of the larger community in mind

Standard 7 – Employability Skills
7.0 Students will demonstrate knowledge and skills needed to navigate life and work environments in the global economy.

___ PCC-7.1 Demonstrate knowledge, skills, and attitudes needed for seeking employment.
- Career opportunity research
- Personal and career portfolio
- Interviewing
- Networking

___ PCC-7.2 Demonstrate knowledge and skills needed for effective communication in school, life and career settings.

___ PCC-7.3 Demonstrate understanding of employer and employee expectations.

___ PCC-7.4 Demonstrate standards of legal and ethical behavior in human, cultural, and societal issues related to technology and digital citizenship.

___ PCC-7.5 Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for specific school, life and career settings.

Common Core Literacy for Technical Subjects Standards Checklist

Reading Standards for Literacy in Technical Subjects 9-10

The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

___ 9-10.RT.1   Cite specific textual evidence to support analysis of technical texts, attending to the precise details of explanations or descriptions.

___ 9-10.RT.2   Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

___ 9-10.RT.3   Follow precisely a complex multistep procedure when performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

___ 9-10.RT.4   Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 9-10 texts and topics*.

___ 9-10.RT.5   Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

___ 9-10.RT.6   Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Idea

___ 9-10.RT.7   Translate technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

___ 9-10.RT.8   Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a technical problem.

___ 9-10.RT.9   Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

___ 9-10.RT.10   By the end of grade 10, read and comprehend science texts in the grades 9-10 text complexity band independently and proficiently

Writing Standards for Literacy in Technical Subjects 9-10

The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

___ 9-10.WT.1   Write arguments focused on *discipline-specific content*.

___ 9-10.WT.2   Write informative/explanatory texts, including technical processes.

___ 9-10.WT.3   Students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

___ 9-10.WT.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

___ 9-10.WT.5   Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

___ 9-10.WT.6   Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Integration of Knowledge and Idea

___ 9-10.WT.7   Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

___ 9-10.WT.8   Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

___ 9-10.WT.9   Draw evidence from informational texts to support analysis, reflection, and research.

Range of Reading and Level of Text Complexity

___ 9-10.WT.10   Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.